December - Lesson Plan Grades 2-3

MY PYRAMID



Objectives

Grade 2

Learn that foods are divided into food groups.

Learn the colors that represent the food groups on MyPyramid for Kids.

Learn to choose more fruits and vegetables for snacks.

Grade 3

Identify the food groups that make up MyPyramid for Kids and learn how much from each food group they should eat.

Supplies Needed

December
Pick a **better** snack™ & **Act** bingo Card

"MyPyramid for Kids" worksheet

Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ and **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid's pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

Level 1 Lessons (grades 1 and 2)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 2 Lessons (grades 3 and 4)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 3 Lessons (grades 5 and 6)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid at www.mypyramid.gov.

Background

Historically, USDA has provided consumers with dietary guidance for more than 100 years. The new MyPyramid is the most updated form of federal nutrition guidance for



Americans.

The colorful, kid-friendly graphic and tagline "Eat Right. Exercise. Have Fun." were developed for and tested with elementary school-aged children. MyPyramid for Kids was developed for children 6 to 11 years old to motivate them to make healthy food choices and be physically active every day. The target age of 6 to 11 was chosen because most people learn about nutrition in elementary school.

The different size stripes suggest how much food you should choose from each group. Choose more foods from the food groups with the widest stripes. Within a food group the color stripe is wider at the base and narrow at the top. Foods at the base of the pyramid should be eaten more often than foods at the top of the pyramid.

The colors, orange – grains, green – vegetables, red – fruits, yellow – oils, blue – dairy, and purple – meat and beans, represent the five different food groups plus oils. Eat food from every food group every day.

The child climbing the steps on the side of pyramid encourages physical activity. Take one step at a time to be more active. For example, play outside just a few minutes longer after school.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov

Do the Activity: Lunch Link 2nd Grade

Review MyPyramid lessons for grade 2 (level one, lesson one.)

http://teamnutrition.usda.gov/resources/mpk1_lesson1.pdf

As a class review the food groups on MyPyramid for Kids using a classroom size poster or individual handouts.

Look at the lunch menu for today. Ask students into which food groups each of the items on the menu would fit. You may need to explain mixed foods like pizza and hamburgers, which fit in several groups (pizza=grain, milk, vegetable and meat)

3rd Grade

Review MyPyramid lessons for grade 3 (level two, lesson one.)

http://teamnutrition.usda.gov/resources/mpk2_lesson1.pdf







A new concept for MyPyramid is introduced. Notice there is a difference in the width of the color stripes on the pyramid. The wider stripes show that we should eat more foods from those and less of foods from the groups with narrower stripes.

Color stripes are also wider at the base of the pyramid and narrower at the top. Why is that? That is because the healthier foods in each group are shown at the base of the pyramid. They are low in fat and added sugar. These should be eaten more often than foods at the top of the pyramid that have more fat and added sugar. For example, a slice of whole wheat bread would be at the base and a donut would be at the top. The Pyramid Pal character that runs up the side of the pyramid needs to be more active if foods from the top of the pyramid are eaten more often than once in awhile.

The story-like conversation with Pyramid Pal introduces the concept in a fun way.

Talk It Over:

Do they better understand what the colored stripes represent on MyPyramids for Kids?

Apply:

Review the December bingo card. Have students place each fruit and vegetable in the correct color group on the pyramid. Fruits and vegetables do not have to be fresh. Encourage them to look in their freezers and kitchen cupboards for fruits and vegetables.

Remind the students that the back of the bingo card has a recipe and fun activities for their family.

Extend the Activity







Extend the Activity



Art, Music & PE

Create collage or poster about specific food groups using different shades of the color stripes used on MyPyramid.



Language Arts & Reading

Read <u>The Monster Health Book: A Guide to Eating Healthy, Being Active, & Feeling Great for Monsters & Kids!</u> by Edward Miller, Holiday House. 2006



Math

Discuss how fruits and vegetables are sold (\$ per pound or \$ for certain number of pieces, head or bunch). Create word problems that determine the cost for one serving such as one whole fruit or half-cup. Upper level math could determine cost for eating the recommended daily amounts of fruits and vegetables based on MyPyramid for Kids.



Science & Health

Locate countries where fruits and vegetables from the bingo card are grown. Discuss the different climates for each country.

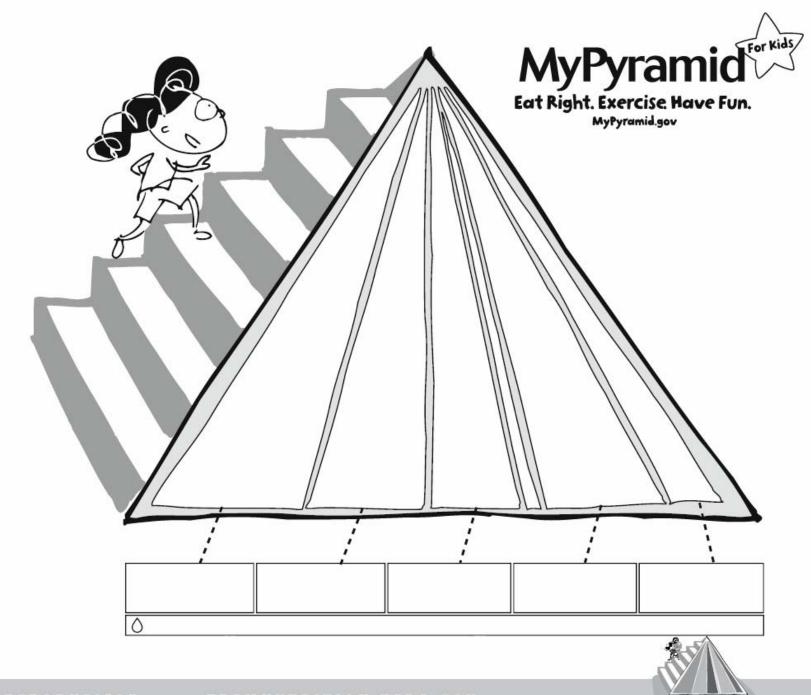


Social Studies

Interview a produce manager to learn how fruits and vegetables get to the store (transportation systems). This could be done by phone in the classroom or in person.







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December - Lesson Plan Grades 2-3

PHYSICAL ACTIVITY



Objectives

Define physical activity.

Demonstrate physical activity.

Supplies Needed

December
Pick a **better** snack[™] & **ACT**bingo card

Background

Children should be physically active for 60 minutes a day. Physical activity, physical fitness, exercise and physical education are terms that are often used interchangeably, but can have very different meanings.

<u>Physical Activity:</u> any bodily movement produced by skeletal muscles that result in an expenditure of energy.

<u>Physical fitness:</u> a set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability.

Exercise: physical activity that is planned or structured. It involves repetitive body movement done to improve or maintain one or more of the components of physical fitness: cardiorespiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition.

Being physically active will make children healthier, build a strong body and help them feel better about themselves. It is important that children and adolescents are encouraged to be physically active by doing things that interest them. This will help them establish an active lifestyle early on.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

PHYSICAL ACTIVITY

Do the Activity: The 12 Days of Fitness

"The 12 days of Fitness"

Students will act out the following fitness song.

"On the first day of fitness, my trainer gave to me"

- 1. Stork stand
- 2. Scissors (feet apart then cross in front, feet apart then cross in back)
- 3. Muscle poses
- 4. Jabs and punches
- 5. Hula hoops
- 6. Jumping ropes (imaginary rope)
- 7. Jabs and punches
- 8. Jogs in place
- 9. Touch your toes
- 10. Knee lifts
- 11. Raise the roofs
- 12. Jumping Jacks

Talk It Over:

Review definition of physical activity. *Physical activity is any bodily movement that uses energy (i.e. running, walking, playing).*

Review how many minutes children should be physically active a day. 60

How long is 60 minutes? *Two recesses, two television shows, etc.*

As a class review the benefits of physical activity. Those benefits are:

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)
- Prevents disease

Apply:

What are some other ways you can be active? walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house





PHYSICAL ACTIVITY

Are there some things you could do with your family to encourage everyone to be more active? *go on family walks, play outside together, go roller skating or bowling together*

What are the activities on the December bingo card?

Dance Build
Gymnastics Stretch
Walk Play
Hit ball Jump
Shoot hoops Skate

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, if they do not have access to a formal basketball net and ball, create their own "basket" game with socks and a laundry basket.



